



HERE'S LOOKING AT ME: Beginning a Career Portfolio

FACILITATOR GUIDE

SESSION OVERVIEW

This 45-minute session should be both the culmination of a unit on self-knowledge and the beginning of a collection for a future career portfolio. This lesson plan offers a series of self-assessment exercises and lays the framework for a student's first career portfolio.

LEARNING OBJECTIVES

1. Students will develop self-awareness by coming to understand their own unique values, interests and accomplishments.
2. Students will begin to understand the connections between their skills, strengths and interests and future education and career choices.
3. Students will develop effective communication skills while presenting a preliminary career portfolio "ME Box" or "LIFE Pack" to their peers and teachers.

MATERIALS

Hand Out 1 – If I Had \$10 Million Dollars

Hand Out 2 – What Are my Values?

Hand Out 3 – Who am I?

Hand Out 4 – How Well do You Know Yourself?

Hand Out 5 – Here's Looking at Me – Building and Presenting a "ME Box" or a "LIFE Pack"

Hand Out 6 – Here's Looking at Me – Tips For Getting Started

Hand Out 7 – Here's Looking at Me Presentation – Evaluation Form for "ME Box"

Hand Out 8 – Here's Looking at Me Presentation – Evaluation Form for "LIFE Pack"

OVERVIEW AND TIMELINES

Introduction	1 Minute
Many Sides of "ME": Self Information Pie	15 Minutes
Self Knowledge and the Career Planning Process	3 Minutes
Who am I?	10 Minutes
How Well Do You Know Yourself?	5 Minutes
Here's Looking at Me	10 Minutes
Wrap Up	1 Minute

HERE'S LOOKING AT ME: Beginning a Career Portfolio

ACTIVITIES

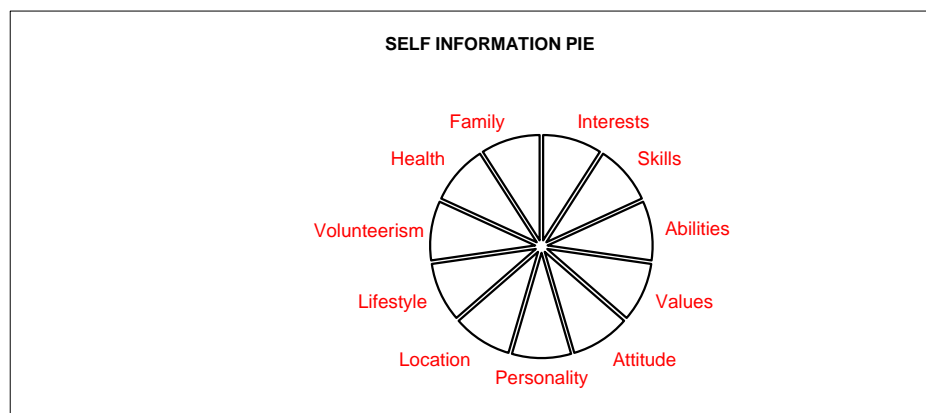
INTRODUCTION

Emphasize to students that “knowing you” is an important factor in making future decisions, particularly decisions about high school courses and possible career choices. Many students experience pressure to make the right choices as they prepare to launch into high school. It's not too early to start career planning! It means starting to look in the mirror.

MANY SIDES OF “ME”: Self Information Pie

One way to begin career planning is to consider the future, and then to work backwards! A quick and fun opener will get students thinking about themselves: their qualities, interests, favorite pastimes and priorities. Distribute **If I Had \$10 Million Dollars Hand Out**. Ask students to spontaneously list 10 things they would do with their time. Prompt ideas by asking where they would focus their time and energy. Allow 1-2 minutes for this individual activity.

Draw a basic **Self Information Pie** on the white board, using the example below. Solicit a few specific responses from the students and group the responses by theme. For example, building a line of snowboards or similar hobbies would be grouped beside “interests.” Saving an endangered species would be grouped beside “values.” It is important that this remains on the board for the duration of the lesson.





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Ask the group, “**What is a value?**” It’s your personal sense of right and wrong. It is an internal benchmark for what’s important to you, your priorities. Emphasize that we all have different values, such as some people value a smoke-free environment, while others value family time.

Instruct the students to look at the **What Are My Values? Hand Out**. Ask students to assign a value to each of the 10 responses to **If I Had \$10 Million Dollars**. Students may choose from the list of Values. To debrief this exercise, ask students how values are related to careers.

Top Up List For Facilitators – Values and Related Career Choices

Family – home-based business, day home, part-time work, contract work, telecommuting...

Adventure – risk taking, variety, emergency services, outdoors, law enforcement, small business, ecotourism...

Health – helping others, nursing, ultrasound technician, physiotherapy, alternative medicine, geriatrics...

Education & Learning – teaching, training, sign language instructor, tutoring business...

Faith & Spirituality – clergy, pastoral care, counseling, outreach work, alternative medicine, helping others...

Image & Status – image consultant, hair stylist, esthetician, bridal consultant, make up artist, performing arts...

Travel – travel consultant, events planner, conventions coordinator, ecotourism...

Environmental Responsibility – pollution control technician, research and development, alternative fuels, conservation, reclamation...

Independence – working alone or independently, contract work, consulting, self-employment, truck driving, trades...

Friendship & Companionship – teamwork, sales, trades, oil & gas, insurance, retail, team teaching, people-oriented occupations...

Creativity & Beauty – nature, outdoors, design, horticulture, civil engineering, architectural technology, drafting, trades, interior design...

Ethics & Integrity – law, counseling, law enforcement, helping others...

Wealth – some professionals, entrepreneurs, pro-athletes, rock stars...

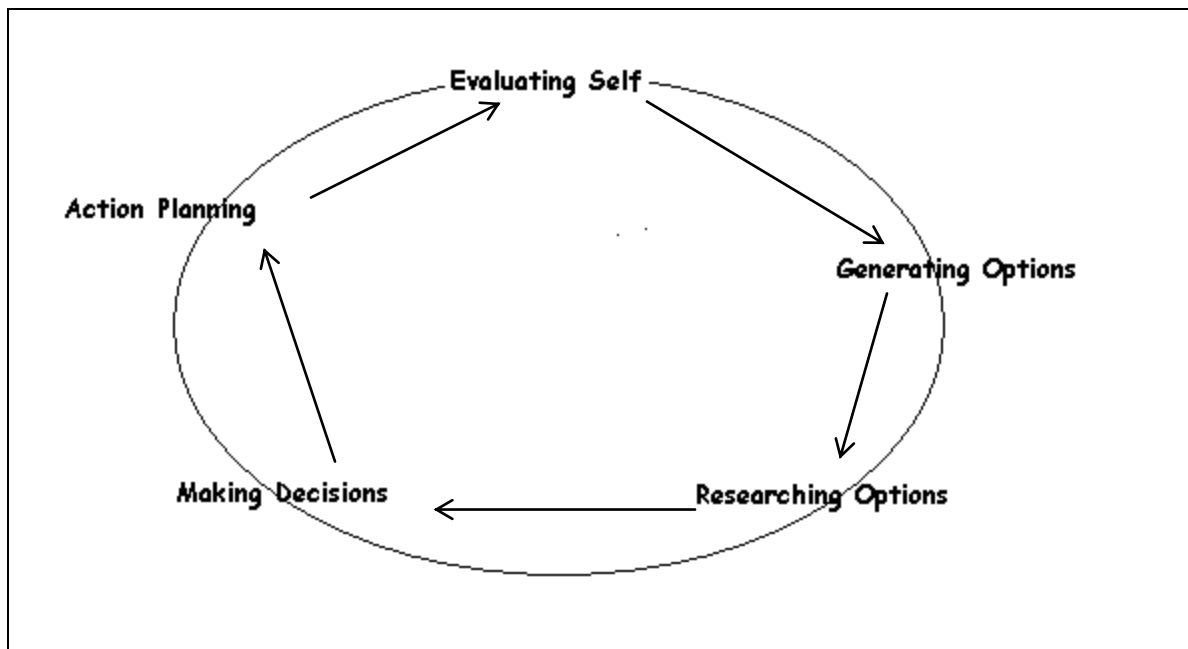
WHY IS SELF KNOWLEDGE IMPORTANT?

Now that we have looked at your priorities / values, we have investigated one piece of the self information pie. Understanding more pieces of your pie is important when beginning to consider future career plans. Looking at your unique talents, interests and passions will really help in identifying career paths that suit you! As you begin high school, you will need to select courses to fit your career goals. Starting your career planning now will open many doors for you down the line.

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Draw the **Career Planning Process** on the board. Emphasize that we are only starting to look at the first step which is self-awareness /self-knowledge. As you move through high school, you will step through the career planning process in more detail.

CAREER PLANNING PROCESS



WHO AM I?

This self-assessment tool may be introduced and completed in class, or it may be sent home for editing as a homework assignment. The “Who am I?” assignment can produce excellent insight for students, and it could serve as the beginning of an autobiography for follow-up lesson plans.

Distribute the **Who am I? Hand Out**. Give students instructions one line at a time, using the whiteboard or an overhead. Use the top up list for facilitators to provide examples and explanations **before** students begin to write each line.



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Top Up List for Facilitators – Who Am I?

- | | |
|----------|---|
| Line 1: | <i>first name or acceptable nickname</i> |
| Line 2: | <i>words to describe your personality: happy, outgoing, assertive, dependable, humorous, imaginative, flexible, hard working etc.</i> |
| Line 3: | <i>family connection</i> |
| Line 4: | <i>some examples: read, skateboard, snowboard, baby sit, camp, spend time with family, listen to music, etc.</i> |
| Line 5: | <i>these are things you feel good about, or proud of, try for emotions attached to an event such as pride in good marks, happy when . . .</i> |
| Line 6: | <i>this is a tough one but ask the class what emotional needs they have e.g. do they need encouragement? Or a high five?</i> |
| Line 7: | <i>how do you help others? Do you listen to friends problems, are you the one with the creative ideas, do you encourage?</i> |
| Line 8: | <i>we are all scared of something either concrete (spiders, bugs, heights), or perceived (failing a test, war)</i> |
| Line 9: | <i>this refers to cities, countries, landmarks or specific sites – the Parthenon, Arctic Circle, New York City</i> |
| Line 10: | <i>this is broad and could reflect values such as peace, eradicating hunger, improving the environment</i> |
| Line 11: | <i>finish with last name</i> |

Ask several students to share at least 2 lines from their narratives with the class. Debrief this individual exercise by sharing a **mock student narrative** with the group.

Use the Top Up List For Facilitators to reference two mock students. Give any willing students the opportunity to present their entire narratives.



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Top Up List for Facilitators - Mock Students Chelsea and Travis

Note: May be read at the beginning or at the end of the individual exercise.

Chelsea/Jellybean

Energetic, caring and modest
Daughter of Anita, sister of Jacob
Who loves figure skating, running and chatting
Who feels proud, important and equal
Who needs love, friendship and exercise
Who gives advice, good fun and comfort
Who fears failing, death and war
Who would like to see world peace, Africa and England
Who lives on 367 91 Street, Parkdale
Schwarz

Travis

Honest, smart and kind
Son of Tye and Leah, brother of Nick
Who loves video games, Lego and checkers
Who feels proud to be Canadian, smart and glad to be alive
Who needs love, care, and encouragement
Who gives help, advice and gifts
Who fears ferris wheels, roller coasters and mascots
Who would like to see a cure for cancer, end of world hunger, and peace throughout the world
Who lives in Anytown, Alberta, Canada
Freed

Distribute **How Well Do You Know Yourself? Hand Out**. Ask students to complete the questions honestly and individually, emphasizing that some of the questions will help them explore new pieces of the self information pie.

In debriefing this handout, reinforce the idea that people change over time. We learn and grow all the time. Looking at different dimensions of yourself will increase self-awareness and will help others to see your skills and strengths as well.

HERE'S LOOKING AT ME

Important Note to Teachers – Here's Looking at Me

Activities thus far have been "lead-ups" to the creation of a "ME Box" or "LIFE Pack" which will reflect each student's unique identity. The time-lines in this lesson plan incorporate the introduction of the "ME Box" or "LIFE Pack" assignment only. Completion of the assignment and the presentation of the finished product to small groups /teachers will require more time and follow-up. Please see the evaluation form hand out for "ME Box" or "LIFE Pack" presentations. Showing a sample helps students to visualize what a finished product could look like. It is recommended that teachers create a mock-up and formally present their own or a sample "ME Box" or "Life Pack" to the group as a demonstration.



HERE'S LOOKING AT ME: Beginning a Career Portfolio

Now that they have completed the questionnaire **How Well Do You Know Yourself?** ask students what they could bring to class to demonstrate their interests, abilities, qualities, and accomplishments? Could they fit them into a shoebox? Could they fit their most important possession (i.e. snowboard, piano) into a shoebox? What about a picture or other representation of this important possession?

Distribute and review **Here's Looking at Me – Building and Presenting a 'ME Box' or "LIFE Pack" Hand Out.**

Students should understand that the items they choose for their boxes will showcase their strengths, skills, likes and identity. Advise students that they will be constructing and presenting their "ME Boxes" to a small group or to the entire class. Distribute and review **Here's Looking at Me – Tips for Getting Started Hand Out.**

WRAP UP

Early career planning, particularly working with different pieces of the self information pie, creates a positive feeling of self worth. Many students do not realize how many things they can do! Understanding strengths, skills, and interests is important as students approach and enter high school. Course selection and eventual career directions evolve from self-assessment.



If I Had \$10 Million Dollars...

List at least 10 things that you would do with your time. Where would you focus your time and energy?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



What Are My Values?

Look back at your responses to “If I Had \$10 Million Dollars.” What is the value behind each response? What are your priorities?

Choose from the following list of Values:

Family	Travel
Adventure	Environmental Responsibility
Health	Independence
Education and Learning	Friendship and Companionship
Faith and Spirituality	Creativity and Beauty
Image and Status	Ethics and Integrity
Wealth	

1. Value_____
2. Value_____
3. Value_____
4. Value_____
5. Value_____
6. Value_____
7. Value_____
8. Value_____
9. Value_____
10. Value_____



WHO AM I?

This exercise is intended to help you get some insight into the “**real you.**” Using the reverse side of this sheet, write a narrative about yourself. Your teacher will give you the guidelines and instructions line by line.

- Line 1 **Your first name/nickname.**
- Line 2 **List three words which describe your personality.**
- Line 3 **Daughter/son of _____ sister/brother of _____**
- Line 4 **List three things/activities that you enjoy.**
Begin the line with “Who loves to _____”
- Line 5 **List at least three things/ideas, which you feel strongly about.**
Begin the line with “Who feels _____”
- Line 6 **List at least three things that keep you going.**
Begin the line, “Who needs _____”
- Line 7 **List three things, which you give to others.**
Begin the line, “Who gives _____”
- Line 8 **List three things you fear or worry about.**
Begin the line with “Who worries about _____”
- Line 9 **List two places you would like to see.**
Begin the line with “Who would like to see _____”
- Line 10 **List two changes you would like to make in the world.**
Begin the line with “Who would like to change _____”
- Line 11 **Your last name.**



HOW WELL DO YOU KNOW YOURSELF?

Answer the following questions briefly but **honestly**.

1. What is the possession most important to you? Why?

2. Name **two** things you are good at.

3. What **three words** (qualities) would you like to have associated with you?

4. What do you consider your main **three interests** in life? (i.e. Hobbies? Favourite pastimes?)

5. List **two** things you consider accomplishments.



HERE'S LOOKING AT ME

Building and Presenting a "ME Box or Life Pack"

ASSIGNMENT: Create a shoebox that reflects your unique identity. This box becomes your "ME Box" or "LIFE Pack."

OUTSIDE "ME Box":

- ☐ think creatively & personalize the outside
- ☐ be concrete or use symbols
- ☐ use different colors/materials/photos
- ☐ use pictures of your interests
- ☐ create who you feel you are
- ☐ the hobbies you enjoy
- ☐ extra curricular activities: sports/music/drama etc.
- ☐ personal attributes
- ☐ involvement in the community

INSIDE "ME Box" or "LIFE Pack":

- ☐ put items inside that describe or symbolize how you see yourself
- ☐ something you created
- ☐ medals/ribbons you have collected
- ☐ a souvenir from a special tournament or trip
- ☐ books you enjoy
- ☐ samples of your schoolwork
- ☐ travels/exchanges
- ☐ teams or clubs
- ☐ anything which you feel represents you
- ☐ or items which show a skill you have

PRESENTATION:

- ☐ communicate your skills, strengths, etc to others
- ☐ present your shoebox to a small group
- ☐ explain how the items inside reflect you



HERE'S LOOKING AT ME

TIPS FOR GETTING STARTED

- get a box or Life Pack!
 - collect
- sort and group
 - sort items into related groups
- list each item
- reflect
 - what happened?
 - who was there?
 - why is it important?
 - what challenges, if any, did I overcome?
 - what are the benefits?
 - what skill(s) does this represent?
 - what will I do as a result?
- select
 - pick the items you feel best represent you
- assembling the contents
 - what to include
 - your order/sequence
 - can you speak to each piece you have included?
 - does it represent you?
- checking it over
 - all components listed in evaluation?
 - neat?
 - well organized?
 - self contained?
 - ready to be presented?



HERE'S LOOKING AT ME PRESENTATION

EVALUATION FORM FOR "ME BOX"

NAME: _____

GROUP: _____

OUTSIDE

Creative	/5
Portrays student	/5
Neat	/5

INSIDE

Has a variety of objects	/5
Symbolizes / reflects student	/5
Creative use of objects	/5

PRESENTATION:

Can explain appearance	/5
Can explain objects inside	/5
Communicates effectively	/5

OVERALL IMPRESSION:	/5
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TOTAL	/50
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HERE'S LOOKING AT ME PRESENTATION

EVALUATION FORM FOR "LIFE PACK"

NAME: _____

GROUP: _____

INSIDE

Has a variety of objects	/5
Symbolizes / reflects student	/5
Creative use of objects	/5

PRESENTATION:

Can explain appearance	/5
Can explain objects inside	/5
Communicates effectively	/5

OVERALL IMPRESSION:	/5
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TOTAL	/35
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